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ABSTRACT

The Quality of Life Project at Eastfield College (Texas), a set of campus and community activities designed to promote involvement in influencing the campus and community environments, is described by three people who were involved in its development and activities: Kathryn Berry, Coordinator of Student Services at Eastfield: Eleanor Ott, Eastfield's President: and Jerry Miller, a campus minister. After each of the presenters introduces him/herself and offers background on the college and the Greater Dallas Council of Churches, Ms. Berry describes the events and activities leading up to the development of the Quality of Life proposal and its first workshop in July 1980. Next, Ms. Ott discusses the need for an on-campus effort to improve the college environment and describes the participation of the college's entire staff in a think tank experience which generated 611 ideas about the image and purpose of Eastfield, possible responses to decreasing energy and resources, and ways of improving personal skills for living. Ms. Ott then looks at the groups that emerged from the original think tank experience and examines some of their activities, successes, and failures. Finally, Mr. Miller relates his experiences with the community service course "Coping with Aging," which resulted in a student-developed course on aging for the entire community, and outlines its consequences and benefits. (AYC)

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QUALITY OF LIFE PROJECT PRESENTATION

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American Association of Community and Junior Colleges Meeting

Washington, D.C.

April 20 - 22, 1981

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QUALITY OF LIFE PROJECT PRESENTATION
American Association of Community and Junior Colleges Meeting
Washington, D.C., Spring 1981

PRESENTERS: Eleanor Ott, Kathryn Berry, Jerry Miller

You have chosen to attend a forum which will attempt to dissect a program before your eyes. This will not be an easy surgical procedure. We will not be presenting a model as such. We will be describing a project which is the complex implementation of the very simple idea, that when people feel they can influence their environment, they will do so in creative and positive ways. We do hope that through knowledge of what we did and how we did it, you will encounter a catalyst you'll find useful.

The project in question is known on our campus as the Quality of Life Project, with a sub-title of "Creating Your Future Today." (Slide) The project involves a set of campus activities and a wholly different group of community efforts, which makes it even more difficult to describe in a logical, sane manner. In an attempt to do so, we will be describing them separately.

A moment ago, when I referred to "our" campus, I was talking about Eastfield College which looks like this. (Slides) Here are two of the people who work at Eastfield, and who have been deeply involved in the Quality of Life effort.

I am Kathryn Berry. My official title is Coordinator of Student Development. For this past year I have directed the Quality of Life project at Eastfield College. My work experience in community colleges includes community service/continuing education, evening supervision of the college, counseling, and teaching courses in Leadership Development, Career Planning, and Developmental Writing. Some of the training which

has served me well this year includes courses in interpersonal communications, group dynamics, and general systems theory. I also type.

Because of this diverse background, many people at our college don't know if I'm on the faculty, an administrator, or a secretary. Not being labeled as belonging to any one group has worked to our advantage with this project. It has enabled communication on a person-to-person level without having to first work through role expectations. This will make more sense when Eleanor talks to you about the climate in which we began our work.

I am Jerry Miller and I am a campus minister of the Greater Dallas Community of Churches' Community College Ministry at Eastfield.

Currently there are six campus ministers of the GDCC who serve on community college campuses as invited guests of the District. The fact that the DCCCD sees itself as "in mission" to the community indicates to us a commonality of purpose with the church. Therefore, as an ecumenical ministry our purpose is to be in joint mission:

1) with the people and structures of the college
2) to and with local churches in the community
3) and in direct ministry to students, faculty and staff

What I will be sharing today is a project which has grown out of cooperative efforts by the ministry, the community college, and the community itself to the aging population in our community.

This project is a concrete example that the church and community college can share resources with one another for the common purpose of enhancing the quality of life for members of our community.

I am here today on behalf of United Ministries in Education which is a national coalition of eight denominations who support ministries

in higher education and support interaction between churches and community colleges with the hope that serving human needs can be bettered through this relationship.

My name is Eleanor Ott, President of Eastfield. I am fortunate to have these creative individuals and others as members of the college staff.

Eastfield is one of the seven colleges making up the Dallas County Community College District. (Slide) As you can see, we are located in the eastern portion of the county. As such, we serve the eastern part of the city of Dallas, the suburban city of Mesquite and approximately one-half of another suburban city, Garland.

Eastfield opened in 1970, which means we are completing an eleventh year of operation. Our 1980-81 enrollment shaped up like this: (Slide)

1980-81
Fall and Spring Semester
Student Profile

CREDIT PROGRAM		COMMUNITY SERVICE PROGRAM	
HEADCOUNT	16,284	HEADCOUNT	11,776
FTE	8,468		
T/O MAJORS	7,097		
TRANSFER MAJORS	9,187		

Staff compliment to support that enrollment breaks down in this fashion: (Slide)

FACULTY	NON-CONTRACTUAL	ADMINISTRATORS
123	140	26

The 1979-80 year was a difficult one for the college. In addition to those negative influences most colleges battled (inflation and lower FTE enrollment), we also experienced a year of especially low faculty morale. The principle reason for this was the implementation of a new

faculty evaluation system, one which was drastically different. This change made an additional impact because of the number of years faculty had been evaluated by the use of a more casual procedure.

We went from an evaluation process which, in effect, relied upon a brief narrative listing strengths and weaknesses, to a multi-page one which attempted to differentiate levels of performance. A quick comparison of the forms utilized, graphically points up this change. (Slides)

Implementation of the new system resulted in a chaotic year of faculty unrest and low morale. This was intense enough to affect not only faculty, but the entire college work force, and while harder to document, I believe students also felt the problem.

This was more than an awareness that the work climate was not ideal. The environment had deteriorated to the place that morale was frequently a topic of conversation across campus. People talked about faculty having moved into a new competitive posture as opposed to one of collegiality. Polarization was a word frequently used. Popular expressions were "We need to get back on the track," and "Something has to be done." People were relieved when graduation was behind them.

While the feeling that something needed to be done was prevalent, there was an equal amount of frustration about what that something might be. During the spring semester, an event occurred which planted the seeds for all that followed. Kathryn will describe that for you.

One of the scheduled student activities programs for the year was an emphasis week on SKILLS FOR LIVING IN THE 80s. It was conducted during the first week in April, 1980, and included workshops on stress management, communication in families, and a variety of other topics.

The keynote speaker was Robert Theobald - economist, futurist and author. His lectures attracted students and faculty from all disciplines. The topic, "Skills for Living in the 80s", could not have been more timely.

Part of my job is toting keynote speakers to and from the airport, so Robert and I had occasion to discuss many things. Our conversations covered faculty morale at Eastfield, the potential of community colleges to be COMMUNITY colleges, the nature of leadership, the process of change, the American political environment, and the economy. He recommended a couple of books that were specific to my interests - Servant Leadership by Robert Greenleaf, and The Aquarian Conspiracy by Marilyn Ferguson.

The next six weeks, through mid-May, were ordinary in that nothing surprising happened. Our division was planning its programs and budget for the coming year; I was looking for some avenue for career renewal; the faculty was waiting-it-out until summer vacation; and, most administrators looked like victims of shock therapy.

Robert and I were continuing conversations about how leadership and processes of change might be taught to the college-at-large and to the community-at-large, and we designed the skeleton of the Quality of Life project. Because it was a fairly radical departure from traditional student activities programming, I sent it upstairs for approval. At that point, I wouldn't have given any more than 50/50 odds on its future. I figured everybody was so frazzled and distracted that they couldn't concentrate on a new idea. If they did read it, I expected their anxiety about the faculty evaluation and budget would preclude any willingness to endorse a proposal that purposely omitted measurable outcomes. The thesis of the Quality of Life project was then and con-

tinues to be that if people feel they can influence their environment, they will invent and carry out much more creative, useful and personally rewarding activities than we might be able to predict.

The proposal was welcomed with open arms. I remember sitting in my office and thinking, "Oh my gosh, what am I going to do now?" This point in the evolution of the project illustrates two very key components in its eventual success:

1) We entered into it in blind faith that together we could learn better ways of relating to one another, running the college, and doing our jobs; and,

2) Time and again during this year the simple act of sharing ideas and dreams with people we don't ordinarily talk to has created synergies in some very unlikely places.

The first Quality of Life workshop was on a Saturday morning in July. Over 60 college employees were invited. Eleven came, including 3 faculty, 3 non-contractual, and 5 administrators. They designed an exciting and high-risk activity, which Eleanor will describe.

First, let me take you back in time for a few months and describe something which happened concurrently with the situations Kathryn mentioned. As president, I meet regularly with a representative group of faculty. This group is called the Communication Exchange Committee and is just one of the ways I try to stay in touch with what is going on. At the last spring meeting of this group, we attempted to decide how to bury 79-80 and how to open 80-81 in such a way as to minimize the wounds and improve the quality of life on campus. Our conversation focused on the need for "something" that could involve the entire work force, because all workers needed help. We also agreed that whatever we might try, it should have these characteristics: (Slide)

EXPERIENCE SHOULD BE

- POSITIVE
- BRIEF
- CONDUCTED IN SMALL GROUPS
- ONE PROVIDING OPPORTUNITIES FOR WORK
- ONE WHICH COULD PRODUCE RESULTS
- ONE WHICH WOULD BE VIEWED AS WORTHWHILE BY PARTICIPANTS
- ONE WHICH INVOLVED EVERYONE ON STAFF
- ONE WHICH WAS NOT SEEN AS AN ADMINISTRATIVE AGENDA

We had no answers for how to do that.

The July workshop participants Kathryn mentioned before, came up with the idea that a think tank experience would meet each of these requirements. The time agreed upon was the first day of the 1980-81 academic year. The format decided upon was the assigning of staff to one of 15 groups. The task established was the brainstorming about this statement and this question: (Slide)

> IN SOME WAYS THE COMMUNITY COLLEGE REFLECTS THE COMMUNITY AND IN OTHERS IT SERVES AS AN AGENT FOR CHANGE. IN WHAT WAYS CAN EASTFIELD AND YOU AS AN INDIVIDUAL INFLUENCE POSITIVE AND CREATIVE CHANGE FOR THE FUTURE, BEGINNING NOW?

Each group had a leader and a recorder. Each group was told their ideas would be collected, appropriately grouped, and would furnish the basis for action throughout the year.

The college has a closed circuit television system, which was utilized in this exercise. Each group saw a video-tape simultaneously. It contained a lead in by Kathryn, giving background development, and then moved to comments by Robert Theobald. Bob made this tape when he was on campus the previous July for the workshop we've mentioned several times. (Video-tape presentation)

From that hour's work we collected 611 separate ideas for action. These were reviewed, screened for duplication, and grouped into categories: (Slide)

I. WHAT IMAGE AND PURPOSE DO I WANT FOR EASTFIELD IN THE 80's?

II. HOW CAN I RESPOND TO DECREASING ENERGY AND RESOURCE AVAILABILITY?

III. HOW CAN I IMPROVE MY PERSONAL "SKILLS FOR LIVING?"

Group leaders were furnished summaries of the days work and were asked to distribute these to the members of their Think Tank group. Leaders also decided on follow-up meetings. Out of that effort, these groups jelled: (Slide)

Kathryn will describe more clearly where their interests led them. Each of these groups developed ideas about their topic and made a plan of action for the remainder of the year. Kathryn will pick up the next set of activities.

Following the October 3 workshops there emerged several groups instead of just the one we had originally planned for Eastfield. Some have fully developed, such as the Curriculum for Change group led by two faculty members, one from biology and one from English. The Curriculum group has been the most intriguing because it went underground, that is, it ran itself and shunned publicity. The group includes faculty and students who have spent each Friday afternoon together engaged in some special activity. For example, they visited the Ice Age Exhibit at the Museum of Natural History, toured a ghetto in East Dallas that's being revitalized, and recently spent the weekend at the Big Thicket, a wilderness preserve in East Texas. The Big Thicket trip included special lectures from two authors who are familiar with the area and its history.

For 81-82, the Curriculum group is identifying 28 pre-med and pre-dental students who will enroll in a block of 5 courses - English, history, math, biology, and chemistry. The anatomy instructor who is putting this together is bootlegging both the biology and chemistry instructors into the program for his own special interests. The Science Division was perhaps the most seriously split during the evaluation process described earlier, and they have healed the least during this year. Carl sees this project as a way to improve relationships in his division.

Soon after the October 3 workshops two reading instructors set up one-hour mini-learning courses for each Friday noon for the balance of the fall semester. They'd been encouraged by some of the Think Tank ideas and subsequent meetings to make a real push for improving the communication skills of our student population.

The other groups which met October 3 have spread out on the continuum from continuing-activity to no-further-activity, the Energy and Transportation groups being two which never met a second time.

It is appropriate at this juncture to discuss the importance of respecting each individual's personal interest, motivation, and commitment to the process. We have carefully not applied any expectations for participation. We have also carefully supported those who have participated by being present at their meetings, sending handwritten notes, circulating journal and newspaper articles relevant to their interests, and keeping publicity in the Village Window, our in-house newsletter. There has been at least one and sometimes several news briefs in the Village Window since we got underway in August.

Since October, some groups have developed spontaneously. A developmental math instructor who'd been working in his church in a program of home energy conservation volunteered to conduct how-to workshops for students, faculty and the community.

The Pink Lady Sorority exploded on the scene in November. It began with two women discussing the Republican Party platform, was fueled by friendly insults from the male Director of Counseling and an English instructor who teaches science-fiction, then joined by two women who teach Women's Lit courses. The first meeting was called as a joke, but 30 or more women, including Eleanor, came. There was absolute chaos--giggling and shouting and no one in charge--and again, as a joke, they began planning a Pink Lady Valentine Tea. Little notices on slips of pink paper began circulating around the campus. The most serious was designed to encourage energy conservation and said, "Oops! You forgot, but a Pink Lady remembered to turn off your lights." and was to be slipped into the switchplate of classrooms or offices with the lights left on. The entire Pink Lady concept was intended as fun and satire, but it generated so much enthusiasm and curiosity that people began asking for membership applications (of which there was no such thing), students wanted to start a student chapter, and other colleges began asking how to start a chapter.

The men of the college began trying to form their own organization, but so far, we assume because they are inherently competitive, have splintered into several groups. There are the Southern Gentlemen, the Latino Scholares (an ethnic group composed of one Cuban, one Spaniard, and one Italian), the Grease Monkies, and the Blue Boys. The Blue Boys are planning a symposium to address the topic of Pink Ladies and Communism, and the philosophy instructor has already

circulated a "white paper" on the subject.

Out of this has come talk of doing some serious writing this summer - still satire but for publication - Pink Lady articles with Blue Boy companion pieces. The significance of this seemingly ridiculous use of time is that it has improved communication throughout the college. An "official" study group on sex-role stereotyping might have attracted 10 participants at the most - the Pink Lady mailing list now has over 60 names on it.

This brings us to February.

Early in February, an invitation went out to about 60 Eastfielders - those who had been most active in the project since July. The invitation announced a staff development workshop with Bob Theobald. Topic for the experience was announced as an opportunity to explore the idea of a Quality of Life Lecture Series for 1981-82. Participants were reminded they would be planning the future of the college and the communities we serve.

Twenty staff members responded to that invitation. The group consisted of administrators, non-contractual staff, and faculty from Eastfield, as well as several members of District Office staff. Happily, faculty who came were from a variety of divisions - Communications/Developmental Studies; Business; Social Sciences; and Counseling/Human Development.

Decisions of a major nature, ones which will take us down entirely new roads in 81-82 were made at that workshop. Basically, we decided

1) To recommend inter-disciplinary focus weeks rather than division or service specific focus weeks for 81-82.

2) To select the topics of the focus weeks from the concept of driving forces, as described by Robert Theobald.

The first recommendation proposes a radical change from our usual plan for student programming, which has been to support a series of focus weeks throughout the year. These have each been the chief responsibility of one division or service area. Activities usually have included a big ticket lecturer; perhaps exhibits, movies, etc.; with faculty within that division weaving their week's instruction around the activities. The significance of the proposed inter-disciplinary effort moves us from using a linear approach to a horizontal one. The driving forces selected as topics were: (Slide)

QUALITY OF LIFE LECTURE SERIES
1981-82

DRIVING FORCES

RICH/POOR TENSIONS

DECREASING ENERGY/RESOURCE AVAILABILITY

POPULATION CHANGES

Not only the format, but the topics themselves detract from the specialized, linear approach and again broaden the effort.

The format agreed upon has exciting possibilities. Each focus week will involve one national guest lecturer, supported by regional, local and Eastfield resources. While in Dallas, the guest lecturers will be will be scheduled for a minimum of one on-campus lecture and hopefully, one additional lecture in the community.

Faculty who helped design this approach are planning adaptation of their reading lists to fit lecturers, when they are on campus. They are addressing how to integrate the instructional effort through the warp and weft of each week, but from an inter-disciplinary posture

rather than a specialized one. Some of the planning is reflected in this summary. (Slide)

We are also planning 30 minute video interviews between Theobald and our big name guests. These will be used live on cable TV and may become the foundation for a telecourse.

That brings us up-to-date on where the project has led us on campus. However, simultaneously, the project was developing and flourishing in the community. Kathryn and Jerry will describe that arm of the effort.

The original plan for the Quality of Life project called for the inclusion of three community groups. Selection of these groups was based upon several factors - one from each of the three major municipalities served by the college, a difference in the purpose and make-up of each group (such that we would not have all PTAs or all Kiwanis Clubs), and a genuine interest on the part of each group to participate. We began in July with the Mesquite Jaycees, the Garland YWCA, and an East Dallas church-- St. Mark's Presbyterian.

The timetable for community group activity was to follow that designed for the college - a project definition workshop in July, values clarification activities until October, a goal-setting workshop in October, implementing the plan of action through April, and a summary symposium in early May. One of the goals was to have each group self-supporting by May so that it would continue its work (still in cooperation with Eastfield but not dependent on us) and the college could add another three groups for 81-82.

Like the college, the community groups did their own thing. They have progressed unevenly, some have been dropped, some have been added, and some have been changed.

The least successful was the YWCA. From July to October their goal changed from encouraging cooperative efforts among all social service agencies in Dallas County to encouraging the adoption of their model for eliminating institutional racism among all social service agencies in Dallas County. In effect, the Y was asking the college to endorse its model and to help impose it on other agencies. Additionally, there was obvious tension between the Executive Director, who was pushing the racism goal, and her staff, who knew the goal of increasing cooperation among agencies was being aborted. So we tactfully wished the Y luck, picked up our marbles and moved on to other groups.

The Mesquite Jaycees made it their goal to have 50 or more John Q Citizens at the October workshop. They were unsuccessful - we believe because they insisted on using a traditional leadership model. Their m.o. is for the elected officers to decide what needs to be done, make a list of tasks, assign duties to the members, and then wait for it to happen. We encouraged them but did not pressure them to employ a more participatory process, and we stood by them when it was obvious they were headed down the wrong path. They seem to be looking to the college for guidance, support, and better models of leadership at this point in time.

Following the demise of the Jaycee plan, the LRC Dean, who has been closely involved with the advent of cable TV and Mesquite, and I planned a February workshop called MESQUITE: CREATING OUR FUTURE TODAY. The topic was citizen participation in cable TV. We had a turnout of 35 to 40 people, a good examination of what citizen participation can mean, and the formation of an ongoing advisory group to the college.

St. Mark's Presbyterian Church has been the most successful of the groups. It defined "community" as the neighborhood in which one lives and encouraged its members to host block-parties to meet their neighbors. In some cases the block-parties have become monthly events. They sponsored a CPR course - the goal being to have someone certified in cardio-pulmonary resuscitation on each block. They hosted a Town Hall Meeting prior to the election on Dallas' version of Proposition 13 in January, and they are planning a Family Workshop in mid-May in which the presenters on each topic will be a team of someone from the church and someone from Eastfield. I've taught a four-week class on Stress and Contemporary Society for one of the Adult Education classes and have been asked to develop a one-year curriculum for this same class. We've learned a couple of important lessons from our work with the church:

1. Volunteer organizations - the process whereby one can engender motivation and commitment - are quite different from institutions such as a college or a business. They are similar in that both require a personal commitment from someone within the organization in order to be effective.

2. This level of community development requires a degree of extra-service work that is not typically accounted for in anyone's job description. Providing incentives and support mechanisms for serious community development needs to be a consideration of any college that wishes to expand beyond the normal realm of Community Service/continuing education programs.

As a result of contacts made through all these various endeavors, the college has been asked to work with several additional community groups. These include the Secretarial Association of Mercantile Bank,

the singles group of the National Council of Jewish Women, the Dallas Public Library, and the YMCA. These requests are coming into the Student Development Office and require a clear and cooperative working relationship with Community Service, which we have. One outcome of this project is that traditional boundaries and territories have become blurred. That could be difficult for people who need to operate by the book, but we've been fortunate and found ways to use it to our advantage. For example, on May 1 and 2, Community Service and Student Development are co-sponsoring a community symposium called COMMON SENSE FOR THE 80s. Student Development has provided the money, approximately $1500, and Community Service has provided the staff for planning, implementation, and evaluation.

The activities I have described represent the results of the college's efforts to involve itself in the community it exists to serve, and at whose pleasure it exists. Jerry is going to describe some activities which are the result of the community's initiative, specifically, the initiative of the Dallas Council of Churches.

The project that I want to share with you was a Community Service course entitled, "Coping With Aging." The project came about because of a personal experience that I had in the Spring of 1979. I was asked by the Assistant Director of Community Services to teach a course on foreign policy at the Mesquite Senior Citizens Center near the campus.

I was somewhat apprehensive about teaching a group of people age 65 to 93. I new that older people were asexual, fanatically religious, slightly deficient in intellect, conservative, and that their main occupations were grumbling, reminiscing, and attending

the funerals of their friends. So on my first day I tried to convey a sense of kindness and gentleness, guarded against using any profanity, and tried to keep the lesson simple.

It is difficult to describe the revelations that emerged from my interaction with what I now consider to be remarkable, beautiful and bright human beings.

Far from being incapable of learning, their years of experience had given them insight and depth. Far from being asexual, they knew a great deal about loving and being loved. Far from being conservative, they were open to and acting upon the continually new opportunities that life offers. Far from being fanatically religious, they had a keen awareness of the preciousness of human life because of an acceptance of their own mortality.

My friends revealed to me that what is most personal is also most universal regardless of age. They showed me that I had been blind because the myths about older persons had been instilled in my consciousness. They opened my eyes to a vision of life without boundaries, a renewed excitement about the possibilities and wonders of each day throughout the life span.

Rather than be their teacher, I became their pupil and received enlightenment from those from whom I had been separated.

It is because of this <u>personal</u> experience that I asked this group if they would be willing to spend the summer meeting together in order to create a <u>course on aging</u> for the community.

The objectives of the course would be to:

1) actively involve senior citizens in the planning, research, and teaching of a course on aging

2) to educate people to the issues facing older persons in our society and to destroy the myths which do them great harm

3) to create an experiential learning environment where younger persons, persons with aging parents, and senior citizens could dialogue and learn from one another

4) to raise the consciousness in local area churches and in the community college to the issues facing older persons in our society

In the summer of 1979, twenty senior citizens, the Director of the Senior Citizen Center, and I met once a week for two hours to plan the course. Collectively we decided upon eight issues that we would focus upon. The issues were: Myths of Aging, Limitations and Possibilities of Aging, Sexuality and Intimacy in Later Years, Coping With Aging Parents, Making New Choices, Death and Dying, Self-Image, and Alternatives for the Future.

The development of the course happened by a cooperative sharing of resources by the church and the community college.

A special grant was given by the Texas United Campus Christian Life Commission to fund the project and the Community College supplied us with resources for our research and planning.

1) The Classroom Resources Division compiled a bibliography of 64 books and 135 periodicals pertaining to the eight issues that we had chosen

2) Audio-visuals on aging from the Learning Resource Center were previewed and incorporated into the course

3) Our resources on the "Sexuality and Intimacy in Later Years" issue were developed from information received by attending a workshop by the University of Texas Health Science Center which was sponsored by Brookhaven Community College

In the fall of 1979, our course was offered through the Community Service Division of Eastfield College. There were twenty participants ranging in age from twenty to eighty years of age. The participants

were charged only five dollars for the eight week course and the rest of the cost was subsidized by the Community Service Division of the college. The Director of the Senior Citizen's Center, myself, and six people from the Center served as co-instructors.

The results that grew out of this course have had far-reaching effects. Examples are:

* The Center for Aging at Duke University requested a copy of the course to be printed in a catalogue which is mailed to professionals in the aging field. Their interest was due to the fact that this was one of the few courses on aging that actively involved senior citizens in the planning, research and teaching.

* A study/resource guide has been developed from the course which has been used in classes at Eastfield, by churches and campus ministry units throughout the U.S., and has become a resource for public libraries, universities and centers for the study of aging.

* Two video-tapes used for the course were donated to the college for use in classrooms. One was donated by the University of Texas Health Science Center on "Sexuality and Intimacy in Later Years and the other by a local TV affiliate which was entitled, "Grandma Comes Home," a segment of the Norman Lear Series, "The Baxters".

* And the most important thing that has happened is that the senior citizens and the community college have become good friends. An extended family continues to be created which involves members of the church, the community college, and the senior citizens coming together in a new sense of community.

In May of this year we will, for the second time, embark upon another cooperative project which is a Senior Citizen's Camp for members of local churches, the Senior Citizen's Center, and students from

Eastfield College. Students from the college can receive three hours of credit from the Social Science Division of the college by attending the camp. Students take a course for one and one-half hours each morning at the camp which focuses on the issues involved in aging and the application of students' individual skills and talents to aging needs as they are involved in leadership for the camp. There are daily dialogue sessions between students and senior citizens which focus on alternatives that participants at the camp might explore for creating a better future for senior citizens. The church provides the funds for the camp through special denominational grants, the city of Mesquite provides the transportation, and the college provides the opportunity for students to participate and receive course credit.

The objective of the camp is to raise the consiousness of college students to the needs,as well as the gifts,of senior citizens through their interaction with them. As one student wrote in his diary, "I've always thought that most senior citizens just sat around and were crabby. I never realized how lively they are. Today some went fishing, some went walking, and some even went swimming. At camp I've found I can be friends with them; for who they are, not what or how old they are. These people don't want pity-just friendship, and isn't that so--at any age."

And for the seniors it provides an experience to participate in community, to enhance self-image, and to rediscover creative abilities and new possibilities for growth.

At Eastfield College there are 1,214 people over the age 50 enrolled in credit courses. Two-hundred and fourteen are over the age of 65. The total population of those over 65 in our community is around 9,000. Many of those have not had an opportunity to participate

in the community college due to lack of public transportation or financial resources. So there are still needs that have not been met. And in the year 2000 over 20% of the population will be 65 or over. Alex Comfort points out that "in the next few years, education will be a dying industry unless it shifts to higher age groups."

A new project which we have been talking about is an Emeritus Institute which would allow senior citizens to take credit courses by using local churches as campus sites and to subsidize the cost through grants from the church or business community. This has been done successfully at Coastline Community College in California. An "Emeritus Board" consisting of "ermiti" from local churches, the Assistant Director of the Community Service Division of Eastfield, the Director of the Senior Citizen's Center in Mesquite, and I would plan, coordinate and supervise the project.

The exciting thing about these projects is the discovery that the church and community college can be mutually resourceful to one another, that we have a common aim to serve human need, and in sharing our resources with one another that we can improve the quality of our service to the community in ways which we could never do on our own.

We have dissected a Medusa. We have attempted to give you a simplistic picture of a highly complex project. We've only skimmed the surface. As I've heard us describing this effort, I've realized that much may have sounded like "fortunate accidents," or like "good things happened, but by chance." Not true. That impression, if it exists, is more the result of the difficulty in outlining this many-headed beast, and of our desire to offer you a down-to-earth description of the experience.

There were a few pivotal points. Some of these can best be described as process decisions that helped create a climate for success. For example, the use of 1st or 2nd person as often as possible, as in "Create Your Future Today." The utilization of an outside consultant as opposed to one of our own people. The determination to have at least one social event in a home each workshop weekend. My intentionally low-key involvement. I was present at numerous experiences, but never in a leadership role. I was a recorder in a Think Tank group, which meant I was involved but not looked to for comments. We also tested the Think Tank format on a set of volunteers beforehand, and then used them as leaders. Would you believe 20 people spent the better part of a Saturday morning devising the sentences used in the Think Tank groups? True. Activities were planned with great care. Based upon that planning, freedom was present for broad imput, with the project being allowed to flow out of that imput.

There were a few pivotal people. The most important characteristic about them has not been their particular positions on campus, but rather that they represented all classifications of workers, and that the group did contain people in decision-making roles. Perhaps more importantly, they were committed to an idea.

What have been the outcomes? (Slide)

OUTCOMES

** FACULTY WHO HAVE GENERALLY REMAINED UNINVOLVED IN CAMPUS ACTIVITIES HAVE BECOME INVOLVED

** UNLIKELY COMMUNITY NETWORKS HAVE EVOLVED

** THE COLLEGE IS IMPACTING ITS COMMUNITY IN NEW WAYS

** PEOPLE FEEL BETTER

** PEOPLE ARE TALKING ABOUT HAVING PERSONAL POWER

** INSTRUCTORS ARE VOLUNTEERING FOR COMMUNITY CONTACTS

** COMMUNITY GROUPS ARE CALLING AND ASKING THE COLLEGE FOR HELP

** COURSES HAVE BEEN DEVELOPED AS A RESULT OF AN AWARENESS OF SENIOR CITIZEN NEEDS

** "WE'VE MOVED FROM DOING TO EACH OTHER TO DOING WITH EACH OTHER

If this project has captured your imagination to the point of an interest in duplication, you will need those few pivotal staff members. I believe you can identify them on your campus. For starters, there's you. For others, if you have staff experiencing burn-out, staff looking for career renewal, staff who consider themselves futurists, staff who express need for personal power, you may discover you have more than you'll need to be successful.

What have we learned? Nothing too startling, but reinforcing -- that synergy works; that growth and learning for a widely divergent group occurs through a planned effort, flourishing in unexpected ways when not overplanned; that there is big payoff when people are supported in play as well as in work; and, that it is possible to build community, not just define it.

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